DOCUMENT RESUME

ED 091 358 SP 008 031

AUTHOR	Erdos, Renee, Ed.; Clark, John H., Ed.
TITLE	Correspondence Courses for In-service Teacher Training at Primary Level in Developing Countries. International Studies in Education 28.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Hamburg (West Germany). Inst. for Education.
PUB DATE	71
NOTE	54p.; Report of a Meeting of International Experts, Hamburg, September 1970
EDRS PRICE	MF-$0.75 HC-$3.15 PLUS POSTAGE
DESCRIPTORS	Conference Reports; Correspondence Schools; *Correspondence Study; *Developing Nations; Guidelines; *Inservice Teacher Education; *Institutes (Training Programs); Teacher Education

ABSTRACT

This conference report, which presents guidelines for the establishment of in-service primary level teacher training in developing countries through correspondence courses, is divided into two sections: a) Policy and Planning and b) the Establishment of an Institution. Once the decision has been made to establish a correspondence training program, the planning committee must a) define the categories of teachers needing training; b) establish immediate and long-term objectives; c) establish awards and incentives; d) plan the organization, staffing, and facilities of the training institution; and e) estimate the costs and determine financing sources for the venture. Once the planning has been done, and the institute is under way, the director of the training program must a) commission the preparation of the course of instruction; b) develop procedures for the distribution of written instructions to the students; c) establish procedures for the evaluation of students' work; d) develop plans for the evaluation of the training program; and e) establish enrollment requirements and procedures. The report includes a Selected Bibliography of Teacher Training and Correspondence Education and a list of International Studies in Education. (HMD)

ED 091358

international studies in education 28

Correspondence Courses for In-service Teacher Training at Primary Level in Developing Countries

Report of a Meeting of International Experts
Hamburg, September 1970

Edited by
RENEE ERDOS and JOHN H. CLARK

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY
UNESCO Institute for Education
TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

SP008 031

Unesco Institute for Education, Hamburg

The Unesco Institute for Education, Hamburg, is an institute of international character financed by a trust fund into which is paid, in particular, the contribution of the Government of the Federal Republic of Germany. While the programmes of the Institute are established in consultation with the Director General of UNESCO, the publications of the Institute are issued by the Institute under its sole responsibility, and UNESCO as an organization is not responsible for their content.

The points of view, selection of facts and opinions expressed are those of the authors, and do not necessarily coincide with official positions of the Unesco Institute for Education, Hamburg.

© Unesco Institute for Education, Hamburg. 1971

TABLE OF CONTENTS

Page

Preface 5
List of participants 7
Introduction 11

Part I

Policy and Planning 15
Tasks of the Planning Committee 15
1. Categories of Teachers Needing Training 16
2. Immediate and Long-Term Objectives 17
3. Awards and Incentives 19
4. Establishment of an In-service Teacher Training Institution 19
5. Organization, Staffing and Facilities of the Training Institution 21
   a) Staffing 22
   b) Administrative and Technical Sections and Facilities 23
   c) Instructional Systems or Media 24
   d) Public Relations with Student Body 25
   e) Evaluation Methods and Machinery 26
   f) Assistance and Cooperation of Other Agencies and Organizations 26
6. Estimating Costs and Considering Sources of Finance 27

Part II

The Establishment of an Institution 31
1. The Preparation of the Course of Instruction 31
   a) Determination of Syllabus Content 32
   b) Writing 33
   c) Illustration 39
   d) Production 40
2. The Distribution of Written Instructions to Students 41
3. The Reading, Assessment and Constructive Criticism of the Written and Practical Work of the Students, and its Return to Them 42
4. Evaluation 44
5. Enrolment Procedures 45
6. Postal Section 45

7. Despatch Section 46
8. Student Service 46
9. Sections within the Institution 46
10. Media of Instruction 48

Bibliography

Selected Bibliography of Teacher Training and Correspondence Education 51
International Studies in Education 55

PREFACE

From September 21st to 26th 1970, 25 experts from various African and European countries discussed the possibilities of Correspondence Courses for in-service teacher training at primary level in developing countries in an international meeting at the Unesco Institute for Education in Hamburg, Federal Republic of Germany.

The shortage of teachers is an acute problem in developing countries. Teacher training institutions have not been able to train enough qualified teachers to meet the great numbers of children to be educated, due to the educational explosion in most of these countries. The problem will remain serious in the coming years, so that it will often be necessary to resort to temporary emergency measures by employing teachers with insufficient training. Due to the lack of qualified teachers, young untrained people are put in charge of primary school classes. Considering that primary education is often the only formal education most of the children ever get, it is of great importance to improve its quality. That is one of the reasons why untrained teachers should be given the opportunity to acquire or to further their training in education while engaged in their professional activity. One of the quickest and at the same time most economical methods of meeting this need would be the use of correspondence courses, which could be supplemented by radio and/or television programmes. The advantages of this method are that a great number of teachers could be trained at the same time, and that while taking advantage of these courses the teachers would still be working in the schools and could draw on their practical experience.

Several developing countries are already using such a system of correspondence courses. The experiences gathered in these countries served as a basis of discussion and led to the development of a model or practical guide for the adoption and implementation of such courses for in-service teacher training.

The Institute is very grateful for the work of the participants, who contributed in various ways to the successful outcome of the meeting, and especially for the skilful work of both editors of this report, Miss Renée Erdos and Mr. John Clark.

LIST OF PARTICIPANTS

BAZIN, Robert	Proviseur, Centre national de Télé-Enseignement, Vanves	France
BELLAKHADAR, M.	Ministère de l'Enseignement Primaire, Rabat	Morocco
DEBIEVRE, Gh.	Conseiller-Chef de Service Ministère de l'Education nationale et de la Culture française, Service de l'Enseignement par Correspondance, Bruxelles	Belgium
CLARK, John H.	Specialist in Teacher Education UNRWA, Unesco Department of Education, Beirut	Lebanon
ERDOS, Renée	Unesco Expert, Head of Correspondence Studies, Teachers Training College, Francistown	Botswana
FISCHER, Gabriele	Carl-Duisberg-Gesellschaft, Köln	Fed. Rep. of Germany
GOHRING, Irmgard Dr.	Expert de l Unesco Institut pédagogique national, Kinshasa	Congo
HARRIS, W. J. A.	Lecturer in Adult Education Department of Adult Education Chairman of Board of Studies on Learning Resources School of Education, University, Manchester	United Kingdom
HAUSMANN, Gottfried Prof. Dr.	Fachbereich Erziehungswissenschaft, Universität Hamburg	Fed. Rep. of Germany
HUNT, F. J. Dr.	Senior Lecturer Faculty of Education Monash University, Clayton	Australia
KABAWASA, Antoine	Assistant Programme Officer United Nations Economic Commission for Africa Manpower and Training Section, Addis Ababa	Ethiopia

KAI, Norio	Head, Correspondence Education Division, Meisei University, Tokyo	Japan
KEITA, Abderamanou	Directeur de l'Enseignement du premier degré, Ministère de l'Education nationale	Niger
KINYANJUI, P. E	Assistant Director in Charge of Correspondence Course Unit Institute of Adult Studies University College, Nairobi	Kenya
NEKPO-FATON, C.	Psychopédagogue, Chargé de Recherche à l'Institut pédagogique national, Porto-Novo	Rep. of Dahomey
NENDUMBA, Henri	Attaché culturel Ambassade de la République démocratique du Congo, Bad Godesberg	Rep. Congo
PETERS, Otto	Studiendirektor Deutsches Institut für Fernstudien an der Universität Tübingen	Fed. Rep. of Germany
RALAIVAO, Hervé	Inspecteur de l'Enseignement primaire, Directeur de l'Ecole normale d'Instituteurs de Mahamasina, Tananarive	Rep. of Malagasy
RAMIARAMANANA, A.	Professeur de Psychopédagogie Institut national supérieur de Recherche et de Formation pédagogique, Tananarive	Rep. of Malagasy
SCHOTTLER, Gerd Dr.	Deutsche Grammophon Gesellschaft, Hannover	Fed. Rep. of Germany
SHALAAN, M. S.	Under Secretary of State Ministry of Education, Cairo	U. A. R.
SKANDER, O.	Directeur du Centre National de l'Enseignement généralisé Ministère de l'Education nationale, Alger	Algeria

SØRENSEN, Kaj	Director, NKI-Skolen, Copenhagen	Denmark
YANEV, Yanko	Ministère de l'Education nationale, Sofia	Bulgaria
WALINKONDE, F. M.	Senior Education Officer (Adult Education) Ministry of Education, Lusaka	Zambia

INTRODUCTION

Much has been written during the last decade about the teacher shortage in developing countries. This is a serious quantitative problem, but a more serious problem is the qualitative one in that many teachers are inadequately or incompletely trained and many more have received no teacher training at all.

Information published by Unesco[1]) early in 1970 reveals that, for African countries in 1965, over 50 per cent of primary teachers were still lacking minimum qualifications, while the proportion of highly qualified primary teachers was only 8 per cent, and that of primary teachers with average qualifications 42 per cent.

The net result of this situation is that the education which many children receive in primary schools is of a poor standard, and this is a highly relevant factor in the large number of primary school dropouts that occur in many developing countries.

In a survey of educational wastage made by Unesco for the 32nd session of the International Conference on Education held by the International Bureau of Education in Geneva in July 1970, it is revealed "that, in a number of African countries, as many as 75 to 80 per cent of those first entering school dropout before completing the primary level — all the more serious when one considers that on this continent often as few as one quarter of the children of this school age are enrolled in classes. In many Latin American countries, the proportion of wastage at the primary level runs from 60 to 75 per cent, and from 55 to 60 per cent in Asia".[2])

All countries are concerned to reduce this wastage which is a key factor in retarding national educational development.

Of the several causes which combine to produce this calamitous situation in many developing countries, this present publication is concerned to discuss one of the most relevant – the untrained and undertrained teacher – and to propose in some detail a method of in-service training of primary teachers, which, it is felt, could do much to alleviate the problem.

The general need for schemes of in-service teacher training for developing countries has been stressed at a number of international

[1]) See pp. 11 and 12, "Practical Guide to In-service Teacher Training in Africa", Unesco, Paris, 1970.

[2]) Reprinted from the Unesco Chronicle, August—September 1970, Vol. XVI, No. 9, page 361.

regional conferences[3]) held in recent years. The very fact that the training of teachers has been the subject of so many recent international meetings emphasises the seriousness of the problem.

When referring to ways of training teachers in-service, the reports of these conferences have invariably recommended the use of correspondence education as a method worthy of consideration by developing countries.

"Why correspondence education?" it may well be asked. In the context of the problem faced by many countries of having thousands of sub-standard and untrained teachers, correspondence education appeals because, being a mass medium of instruction, it enables large numbers of teachers to be trained simultaneously.

In addition, it makes it possible for the teachers to receive their training while on-the-job, and thus does away with the need to replace teachers in training with temporary relief teachers, who themselves would no doubt also be untrained. For the added reasons that it is possible to operate a good correspondence education system with a largely part-time professional staff and, apart from a central headquarters institution, without the heavy capital costs of permanent school buildings, correspondence education can be much less expensive than a system which uses only face-to-face residential means of training teachers.

In a case study[4]) conducted by the International Institute for Educational Planning on the UNRWA/Unesco Institute of Education in the Middle East, it was found that the cost of providing initial teacher training by correspondence education was about one-third of the cost of pre-service teacher training carried out in residential colleges. For shorter, re-orientation or refresher type in-service teacher training courses, the costs by correspondence would be much less.

Implicit also in the choice of correspondence education as a medium of instruction for in-service teacher training is the knowledge that an adequate postal service exists in the country. Alternatively, or combined with the postal service, there would need to be an adequate, regular transport or courier service.

[3]) a) Regional symposium on the in-service training of primary school teachers in Asia, Quezon City, the Philippines, July, 1967.
b) Unesco Regional Workshop on in-service teacher training programmes in Africa, Nairobi, Kenya, October, 1968.
c) Regional Workshop on pre-service and in-service primary teacher training in the Arabic speaking member states of Unesco, Beirut, Lebanon, July, 1969.
d) Unesco/IBE International Conference on Education, Geneva, Switzerland, July, 1970.

[4]) See pp. 206, 207, "New Educational Media in Action — Case Studies for Planners", Vol. 2, Unesco/IIEP, Paris, 1967.

With this knowledge of the potentiality of correspondence education in mind, a group of educators from many countries[3]) gathered at the Unesco Institute for Education in Hamburg from the 21st to 26th September 1970 to discuss the use of correspondence education for the in-service training of primary teachers in developing countries.

The idea for the conference was first proposed by Mr. J. O. J. Vanden Bossche, a former Senior Programme Officer of the Hamburg Institute. Being impressed with the effectiveness of primary school pupils' correspondence lessons as an indirect means of assisting untrained tutors, he put forward a proposal which was further developed at a planning meeting and resulted in the meeting of experts, invited by the Unesco Institute for Education, Hamburg.

This publication is a report of the main ideas and recommendations of the conference at the Unesco Institute for Education, Hamburg (hereinafter referred to as "the Hamburg conference"). It does not attempt to duplicate the work of the previously mentioned[4]) international conferences on teacher training. Rather, it supplements their work by taking one of the methods of in-service teacher training recommended by them – the correspondence method – and by discussing it in some detail.

Specifically, what is discussed in the ensuing chapters is the necessary planning for and ways and means of operating a correspondence education system of in-service teacher training so that it will be an effective, economical system incorporating the best recognised standards of correspondence education.

In the discussions at the Hamburg conference, the delegates carefully considered the original idea of training teachers through correspondence lesson materials prepared for their pupils. The consensus of opinion was that, in the context of most developing countries, the untrained teacher problem was so urgent that it was more practicable to direct the correspondence instructional materials to the teachers themselves. Nevertheless, the recommendations of the Hamburg conference include provisions for pupils' correspondence materials in certain circumstances.

The delegates at the Hamburg conference brought together a wealth of experience in education generally and in correspondence education in particular. The working papers prepared for the conference also covered many reports of correspondence education schemes operating

[3]) See List of Participants on page —
[4]) See footnote on page 8.

in developing countries. Consequently, the result of such wide experience is the expression, by means of this publication, of a number of recommendations and practical suggestions for operating correspondence courses for in-service training of primary teachers in developing countries.

It is hoped that governments and educators in developing countries concerned with solving the problem of sub-standard and untrained teachers will find, in this study, some useful ideas, worthy of consideration and application. At the Unesco/IBE International Conference held in Geneva in July 1970, representatives from the developing countries made a plea to the developed countries for more aid for education. The ideas in this report might be considered by governments in developing countries not only as being a contribution in themselves, but also as a source of possible educational schemes to attract assistance from international organizations and governments of developed countries.

PART I

POLICY AND PLANNING

Commencing with the assumption that a particular country has a large number of its primary teachers who need training, the Hamburg conference considered a number of ways in which a policy decision to establish an in-service teacher training scheme by correspondence for these teachers might arise. Such an initiative might come from a national committee charged with the responsibility for overall teacher training, from an overseas government or United Nations consultant, or from a national or an international conference.

Assuming that a political decision is taken to consider setting up an in-service teacher training scheme by correspondence for primary teachers, a temporary planning body or committee should be formed, presumably by the national ministry of education. The importance of initial, comprehensive planning cannot be over-emphasised. In the reports of actual correspondence projects studied by the Hamburg conference, there were two or three instances of projects that suffered initial difficulties because of inadequate planning.

The planning committee desirably will be a professional body having top level representatives of the major educational institutions in the country – the ministry of education, universities, teachers' colleges, institutes of education and teachers' associations. Governments involved in bilateral aid schemes and United Nations organizations who may be asked to assist financially in establishing and operating the in-service training scheme might be invited to send consultants to join the planning body.

Tasks of the Planning Committee

The essential tasks of the committee charged with the responsibility for planning an in-service teacher training scheme by correspondence for primary teachers would be:

— determination of categories of teachers needing training;
— statement of immediate and long term objectives of training in general terms of the content of training;
— consideration of awards and incentives to be granted as a result of in-service training;
— establishment or choice of an in-service teacher training institution;

— consideration of the organization, staffing and basic facilities of the training institution;
— estimation of costs and consideration of sources of finance.

Let us look at each of these tasks in more detail.

1. Categories of Teachers Needing Training

It is logical to consider this task first since it is the raison d'être for the initial policy decision. However, detailed information is required of what the teaching force in the country lacks in terms of the knowledge and skills necessary for the teachers to carry out their job effectively, expressed usually in terms of the minimum qualifications prescribed by a ministry of education for a qualified primary school teacher. This information is essential in order to determine the priorities and the content of the various training courses that will be established.

The untrained and undertrained teachers in any country will fall into one or more of the following categories:

— Those who lack the requisite level of general education and have no professional (pedagogical) training;
— those who have reached a satisfactory level of general education but lack professional training;
— those (probably few) who have received some professional training but have not reached a satisfactory level of general education.

Within these broad categories there will be sub-divisions expressed in terms of the amount of on-the-job experience of the teachers, and the different levels of general education reached below the accepted minimum level for primary school teaching. Yet another sub-division may be created in terms of amount of professional (pedagogical) training received through previous short courses, seminars, workshops etc.

While, for most developing countries, these categories would represent the major problem area requiring solution in order to raise the quality of primary schooling, a need for some kind of in-service training will exist among the trained primary teachers.

There are several reasons for this, and these reasons in themselves provide another list of categories of teachers requiring in-service training that could be provided by correspondence instruction:

— those who need to be brought up to date with new areas of knowledge introduced or about to be introduced into primary school curricula (for example, modern mathematics, new science topics);

— those who need to be introduced to new teaching techniques and media and the new educational and psychological research and theories which have led to the new techniques and media;
— those who need further training in subject areas requiring a degree of specialization (for example, agriculture, art and craft).

Above and beyond these specific reasons for the in-service training of primary school teachers, the further professional, cultural, economic and social development[1] of teachers demands it.

To enable the planning committee to obtain such information about the various categories of teachers who need in-service training a survey of teachers' qualifications and experience should be at the committee's disposal. If not, the committee should direct that such a survey be made. The geographical location and dispersal of untrained and undertrained teachers are also essential items of information to be included in the survey.

(The basis of the initial operation of the UNRWA/Unesco Institute of Education[2]) was a comprehensive and detailed survey of the teaching force. As the operation progressed and teachers received a basic training, new surveys have revealed new priorities and subject areas of teachers requiring training.)

2. Immediate and Long-Term Objectives

Any statement of objectives for in-service teacher training, whether it be by correspondence or face-to-face methods, must be expressed in terms of the governmental and/or ministerial policy on primary education. The Hamburg conference viewed a scheme of in-service teacher training by correspondence for primary teachers as something integrated into the national framework of education; schemes which also took cognisance of the aims and content of pre-service primary teacher training courses, and the work of universities and/or institutes of education on primary school curriculum research and reform.

Recent international conferences[3]) on education in general and teacher

[1]) See Recommendation on the Status of Teachers, adopted by the Special Intergovernment Conference and endorsed by Unesco/ILO, Paris, 1966.

[2]) See pp. 182, 184, 186 of "New Educational Media in Action — Case Studies for Planners", Vol. 2. Unesco/IIEP, Paris, 1967.

[3]) a) Regional symposium on the in-service training of primary school teachers in Asia, Quezon City, the Philippines, July, 1967.
b) Regional Workshop on in-service teacher training programmes in Africa, Nairobi, Kenya, October, 1968.
c) Regional Workshop on pre-service and in-service primary teacher training in the Arabic speaking member states of Unesco, Beirut, Lebanon, July, 1969.
d) Unesco/IBE International Conference on Education, Geneva, Switzerland, July, 1970.

training in particular have stressed the need to restate the aims of primary education and, as a corollary, to reform primary school curricula and teacher training curricula.

It is not the intention of this report to discuss the aims of primary school education and the specific goals of teacher training curricula, *as these have already been treated in detail elsewhere*[1]. However, the Hamburg conference considered that an essential task of the planning committee was to state the objectives of in-service training of primary school teachers in terms of what was required in the form of specific courses of instruction to meet the various deficiencies in knowledge and skills as set out in the categories of teachers who need training.

In addition to extending the teacher's knowledge of relevant subject areas within the primary school curriculum and of education and psychology theories and practices, the objectives of teacher training should aim to provoke the teacher's interest in the environment where his pupils live, to develop his ability to adapt his teaching to suit this environment, and to make him aware of the social, economic and cultural problems he must face in this environment.

In countries where the teachers are faced with shortages of didactic material (for example, textbooks) the planning committee may include in the objectives some references to the need to prepare correspondence instructional materials for the pupils of teachers undergoing in-service training. This may only be necessary for completely untrained teachers or monitors.

The answer to the question which objectives are immediate and which are long-term will be provided by the survey of teachers' qualifications. Many countries will find that the largest category of teachers who need training will be those lacking adequate general education and professional training, that is the completely untrained. This would be the first priority group for training, and the immediate objectives would be expressed in general terms of the type of training course they require.

Long-term objectives, then, would be spelt out in terms of the various other courses of training needed for the succeeding priorities of categories of teachers requiring training and would thus conform to the principle of continuous teacher training advocated by international conferences on teachers training.[2]

[1] See Chapter 1, "Practical Guide to In-service Teacher Training Africa", Unesco, Paris, 1970.
[2] See the list of international conferences on page 12.

3. Awards and Incentives

Some of the reports of correspondence projects studied by the members of the Hamburg conference revealed that some difficulties had been experienced because no clear policy had been defined about the qualifications or awards that would be granted to teachers who successfully completed in-service training courses.

It should be possible for a planning committee working within the context of a national ministry of education to recommend what types of awards or qualifications should be granted for the successful completion of various types of in-service training courses.

The great value of having a clearly defined policy on awards and qualifications before any training course is started is that it provides an initial and overall incentive for teachers to enrol in the training course. An additional and more significant reason to the government concerned is that some awards will have budgetary implications which should be estimated at the planning stage.

Awards and incentives may be of various kinds:

— the granting of official certificates with accompanying salary increments[*]) for successful completion of in-service courses giving a complete teacher training;
— endorsements of existing certificates, with or without salary increments, for successful completion of short refresher or specialized courses of training;
— promotion or other improvement in status within the teaching service;
— opportunity for further professional training as a result of successful completion of an initial or preliminary course;
— the reimbursement or partial reimbursement of enrolment fees (if any are charged) for successful completion of training courses. (Note: The view that teachers should *not* be required to contribute towards the cost of in-service training is in accordance with item 32 of the Recommendation on The Status of Teachers adopted by the Special Inter Government Conference at Unesco, Paris, in October 1966.)

4. Establishment of an In-service Teacher Training Institution

The most detailed of plans for in-service teacher training by

*) This kind of award is granted to certain course graduates of the UNRWA/Unesco Institute of Education — See p. 193 "New Educational Media in Action — Case Studies for Planners", Vol. 2, Unesco/IIEP, Paris, 1967.

correspondence will not succeed unless there is adequate machinery for their implementation. Thus, it is necessary for the planners to include in their work some consideration of the institution that will provide this training for primary teachers in-service.

As a general principle, this work should be assigned to the professionally most qualified body, whether this is a division of an existing organization or a newly created institution. Possible examples of an existing institution that might be used to produce in-service teacher training courses by correspondence are:

— a division or unit of the national ministry of education that is responsible for teacher training;
— a central teachers' training college or a university;
— a national institute of education.

Any such existing institution might be empowered, as a result of the planning committee's recommendations, to establish a correspondence unit or department.

However, irrespective of whether an existing or newly created institution is used, the correspondence unit or department should enjoy a great deal of professional autonomy, but, at the same time, should work very closely with existing institutions that deal with pre-service teacher training and primary education generally.

This last point is very important and has been stressed before under "Objectives". Lack of adequate coordination on in-service teacher training can result in a multiplicity of uncoordinated in-service courses which may not lead to recognised qualifications.

It might be useful for the planning committee to propose the establishment of a permanent coordinating committee composed of representatives of agencies and institutions who might be expected to make an effective contribution to setting up in-service training programmes for primary teachers.

Agencies and institutions which might well be represented on such a coordinating body are the universities, teachers colleges, other government departments, local education authorities (if they exist), cultural and civic groups, professional associations of teachers and international organizations. Within those organizations, of special importance are the primary school supervisors (called inspectors in some countries) and the teachers' representatives.

Primary school supervisors have a key role in a country's education system, and it is essential that their cooperation and even participation is provided for in the scheme of in-service teacher training. Equally

important is the cooperation of the teachers themselves – the prospective students of the training institution. Their cooperation can be partly ensured by having representatives of their associations on the coordinating committee.

Judging from the experience of the correspondence projects studied by the Hamburg conference, the institution used or created for carrying out in-service teacher training by correspondence should be centralized. The advantages of centralization are mainly economical – correspondence instruction and the probable associated aids of radio and T.V. are mass media of communication and are most economical of operation when their means of production are centralized.

If the centralized institution is also located near or within a large city where there are other institutions of higher education, a ready source of part-time professional workers (writers and correctors) is ensured.

Nevertheless, as will be discussed in more detail in a later chapter of this study, it may be desirable to decentralize some of the units or supplementary operations of the centralized institution.

5. Organization, Staffing and Facilities of the Training Institution

While it is to be expected that many aspects and details of organization, administration, staffing, materials and equipment should be left to the person who is appointed to direct the training institution, it is desirable that the planning committee give some consideration to these matters and establish principles and guide lines.

Again, the ideas and suggestions in this section are based on the Hamburg conference's study of the actual experiences of a number of correspondence projects and institutions. The more details and operational aspects of the proposed training institution that are provided for or foreseen at the planning stage, the more efficient will be its establishment and operation.

Such organizational and operational considerations which demand the attention of the planning committee are:

— staffing;
— administrative and technical sections and facilities;
— instructional systems or media;
— public relations with the student body;
— evaluation methods and machinery;
— assistance and cooperation of other agencies and organizations.

a) *Staffing*. Based on the survey of the country's teaching force, the planning committee should be able to form an estimate of the numbers of administrative, technical and academic staff that will be required to establish and operate the training institution for whatever number of teachers it is decided to train in the initial course and then annually.

If the training institution is to be newly created, staff may be appointed progressively as they are required. One of the first persons to be appointed would obviously be the Director of the institution and his qualifications (and perhaps his nomination) should be the subject of a recommendation by the planning committee. He should be a person with good experience and qualifications in teaching, correspondence education and educational administration.

It is to be expected that the Director of the training institution would have the major role in selecting his administrative and technical staff. If the training institution has its own printing unit (see under (b)), it is essential that the technical staff include persons experienced and skilled in printing techniques and in working on various types of printing machinery.

The academic staff will consist mainly of the teachers and editors. In a correspondence institution, the teachers are the course writers and correctors, selected from experienced educators. Correspondence course editors are also, preferably, teachers first and editors second.

Desirably, there will be a small body of academic staff comprising senior teaching staff, combining executive, supervisory and writing functions, and an educational editor or editors. In the context of a developing country with limited resources in qualified professional staff and in funds, most of the correspondence course writers and correctors should be employed on a part-time basis and/or seconded temporarily from other educational institutions. Another reason for part-time employment or temporary secondment of writers ist that much of correspondence course writing is on a one-time or periodic basis.

Within the context of an institution concerned with teacher training, it is desirable that another group of academic staff be co-opted or employed full-time. This is the group of supervising teachers who will be concerned to advise and guide the teacher-students in the practical aspects of their training in the actual classroom situation (see under (c)). Depending on the size of the training institution, the planning committee could recommend whether such supervisors are co-opted from the primary school supervisory staff, to include in

their normal duties these additional responsibilities of practical teacher training, or whether a small body of supervisors are employed by the training institution for this purpose. They would then be included amongst senior teaching staff referred to previously. In any case, all staff at all levels throughout the institution should receive appropiate briefing on the particular problems posed by training by means of correspondence courses. The duration of this introductory period would vary according to the function of the group or trainees within the new scheme and their previous experience in correspondence instruction.

If the training institution is in a country where there is more than one language of communication and instruction, the planning committee will need to consider provisions for translation. The most feasible arrangement is to have a panel of part-time translators, who, desirably, will be teachers familiar with the terminology of subjects within their fields of specialization.

The question of appropriate training for some staff of the institution may have to be considered by the planning committee in the light of the availability of qualified personnel. Training may be of two kinds – training done outside the teacher training institution (see under (f)) and training done within the institution by its own senior staff (for example, the training or briefing of course writers and correctors).

b) Administrative and Technical Sections and Facilities. In most correspondence education establishments these comprise the following:

— Sections for students' enquiries, selection and enrolment; the planning committee might propose the priorities and admission criteria for teachers' in-service courses or leave this for the Director of the institution and his senior staff.

— Section for course curriculum preparation, course writing and editing; this section might be expanded to include programming and preparation for supplementary A-V Media such as radio and/or TV broadcasts, tape-recordings, and the preparation of demonstration sets of teaching/learning aids. Alternatively, the size of the operation may justify the creation of a special section for this work.

— Correspondence course production section, including printing, assembly and stapling. The experience of most correspondence

institutions is that it is desirable to be independent in this matter and to have control of one's printing facilities. Another reason is that in a teacher training institution, there will be demonstration sets of teaching learning aids to be produced, many of which can be made in the printing unit. Initially, perhaps, the printing services of another institution (for example, a commercial or government printer) might be used, but in either case the planning committee should consider this matter amongst its responsibilities, since a printing unit may involve considerable capital expense, which should not be overlooked in initial budgeting.

— Section for storage of correspondence course materials; many correspondence institutions also include the packing and dispatch of correspondence course materials (including reference books, science kits, tape recordings, etc.) in this section.
— Section for correcting and commenting on students' exercises. If most of the correctors are part-time staff working outside the institution, this section may be merely a control section and could be incorporated in the next section.
— Section for recording students' results on course exercises and tests. This section may also record the movement of exercises to and from correctors.
— Section for arranging and, where necessary, supervising students' examinations, both theoretical and practical. If the institution has the responsibility of issuing its own certificates, this work could be done within this section.

c) *Instructional Systems or Media.* As stated in the Introduction of this publication, the advantages of correspondence education as a mass medium of instruction would be the reason for a policy decision to base an in-service teacher training scheme for primary teachers on this medium.

However, as the reports of the various correspondence institutions studied by the Hamburg conference showed, invariably the correspondence method of instruction is supplemented by other mass media of communication such as radio, TV, and occasionally (and to a much less extent) programmed instruction.

It would be a responsibility of the planning committee to make a survey and analysis of the various communication systems operating in the country, and to make recommendations about their use by the training institution; for example, recommendations about the use

of national radio stations for educational broadcasts by the teacher training institution.

Many correspondence institutions also use face-to-face (or direct contact) methods of instruction to supplement the correspondence method and to break down the sense of isolation that is sometimes felt by correspondence students. Within the context of teacher training, direct contact methods are doubly important, not only for the reasons already stated, but especially so that teachers in training can observe demonstrations of modern techniques given by a trained supervisor, can be themselves observed and guided in their classroom teaching and can, in group and residential work, benefit from discussions with their teacher-student colleagues and supervisors by widening their knowledge of teaching practices and by gaining intellectual stimulation generally.

There are many criteria to be considered in order to ensure the effective use of each of the instructional media referred to in this section, and also a number of factors to be considered in their effective integration to produce an efficiently operating mass media system of teacher training with correspondence education as the core. All these criteria will be discussed in detail in the succeeding chapters.

d) *Public Relations with Student Body.* In this age of world wide student unrest – unrest which in its mildest expression takes the form of questioning what educational authorities propound – the planning committee would do well to provide for means of orientation and participation of the student body.

This objective is especially important for an institution whose student body will be made up of adults and young adults who are teachers.

Good public relations begin with adequate publicity directed to the prospective student body about the aims of the institution, details of the courses it will offer and the material benefits to be gained by successful completion of the courses. Publicity may take the form of news items through press and radio, and informational brochures distributed throughout the school system.

Orientation of each course's participants by means of initial group meetings or short residential gatherings is recommended, followed by the regular publication of a newsletter in which the teacher-students may be free to contribute educational articles and comments or suggestions about the training course.

Provision for regular direct contact meetings between groups of the

student body and senior staff of the institution making field visits is a practice followed by many correspondence organizations.
Consideration should be given also to involving teachers' organizations or associations in the training programme. They might be invited to send representatives to participate in the work of course preparation committees, for example.

e) *Evaluation Methods and Machinery*. Evaluation may be of two kinds – evaluation of student progress and achievement by means of a regular series of exercises, tests and examinations; and evaluation of the institution itself.
Reference has been made to the first kind of evaluation under (b) Administrative and Technical Sections, and will be discussed in more detail in a later chapter.
Evaluation of the institution itself – its course materials, their effect on schools and teachers, its procedures and methods etc. – is properly something which the planning committee should consider.
Some aspects of this kind of evaluation can be carried out by the institution itself, for example evaluation of the effect of the training programme can be made by the staff of the institution by means of visits to schools, studies of reports by participating teachers, school headmasters and school supervisors.
Other aspects of this second kind of evaluation may be made by persons or agencies outside the institution, desirably appointed by the government with the agreement of the institution.

f) *Assistance and Cooperation of other Agencies and Organizations*
On several occasions in the preceding sections, mention has been made of the need for coordination with other organizations. It will be useful to amplify these references and discuss what the planning committee might consider in the way of assistance and cooperation from other agencies and organizations.
This is rightly a task for the planning committee because from its survey and analysis of the resources available to establish an in-service teacher training institution using correspondence methods of instruction it has the knowledge of what the institution can do from its own resources and what should be provided from outside sources, especially during the initial stages of the institution's establishment and operation.
Cooperation and assistance at the government level is the obvious

first consideration. Reference has already been made to the probable and even essential use of qualified and experienced educators and technical personnel from other government departments or divisions, on a part-time or temporary secondment basis.

One important form of assistance from other governmental and non-governmental institutions would be the use of highly qualified and experienced educators to work in committees in order to prepare the course curricula and the subject syllabuses on which the correspondence lesson materials will be based. There are occasions when correspondence course writers are free to make their own syllabuses but in the context of a teacher training institution in a developing country, the national education policy will probably require that the training course syllabuses are prepared by educators representing the major educational institutions in the country.

Other forms of intergovernmental assistance can be the sharing of technical services (printing, radio and TV transmission facilities) and premises (the use of teachers' colleges, universities etc., for the holding of residential vacation sessions).

Bilateral governmental aid or international aid from such organizations as UNESCO and UNICEF can be negotiated and can consist of offers of specific materials, equipment (for example, printing equipment), grants or loans of funds, and expert personnel. The use of expert personnel under international aid schemes is especially useful for directing initial operations and also for training local counterparts both on-the-job and by international training fellowships.

International organizations such as UNESCO and UNICEF may also help in such ways as holding seminars, conferences and training workshops, and by publishing and distributing materials relating to course construction, syllabus content and teaching methods.

One form of aid that is *not* recommended for a new correspondence institution is the use, without adaptation, of foreign or outside correspondence course materials. From the experience of the correspondence projects studied by the Hamburg conference, course materials from one country seldom suit the level of students, the syllabuses and environment of another country. Adaptation also is usually unsatisfactory and frequently takes as much time as it would to write new materials suited to the local students and environment.

Other countries' correspondence course materials, however, may serve as models to guide writers of new materials – from experience, this is the best way to use them.

6. Estimating Costs and Considering Sources of Finance.

The work of the planning committee would not be complete without considering that most essential of questions, "How much will it cost?" and "How and where will we get the funds for it?".

The answers to these questions, of course, will be of vital interest to the ministry which has to consider the planning committee's recommendations and seek the necessary approvals for raising the funds.

Only when the planning committee has completed all the details of the previous tasks can it be in a position to estimate the costs, that is, the budget. Items to be covered by the budget are:

- staff salaries, full-time and part-time staff (recurrent expenses);
- printing equipment and consumable printing materials (capital and recurrent expenses);
- work premises and their maintenance (capital and recurrent expenses);
- office equipment and furniture (capital expenses);
- communication expenses, such as transport, travel, postage, telephones, etc., (mainly recurrent);
- organizing and other miscellaneous costs, such as costs of initial staff training, conferences (recurrent expenses).

An important cost item which is strictly not chargeable to the training institution, but which the planning committee should draw the attention of the ministry to is the undoubted rise in government expenditure for increases in teachers' salaries that could result from their gaining qualifications through the teacher training courses (see section on Awards and Incentives, page 15).

When presenting their estimates of initial costs, the planners would do well to remember that the cost per teacher trained by the institution will inevitably decrease as the number of teachers trained increases with the life of the institution. This circumstance arises from the fact that reprints of correspondence course materials (especially if printed by offset printing methods) are much less expensive than the initial printing which includes the cost of writing, editing, illustration, translation (possibly) and plate-making – items which usually are not duplicated during the reprinting process, except when some lesson materials are revised or rewritten.

Sources of finance to meet the costs of the training institution might be considered from one or more of the following:

— the national budget;
— students fees (if any – see "Note" on page 15);
— international aid (for example, funds or paid experts from bilateral or multilateral governmental aid schemes, and/or from United Nations Organizations);
— private donations;
— possible earnings through activities of the training institution (for example, the sale of the institution's publications).

Any aid from sources other than the national budget and students' fees could be in kind, in services or in money. In general, it is preferable to receive aid without specific conditions attached. It should be noted, however, that any aid accepted may well modify budget allocations.

"When the overall planning has been completed approved decisions will be recorded in the minutes of many meetings. It is essential that these decisions now become the substance out of which a detailed Plan of Operation is written. This Plan of Operation, finally approved, should be duplicated, and made available to all those concerned with establishing the Institution."

PART II

THE ESTABLISHMENT OF AN INSTITUTION

Only when all stages of overall planning have been completed and the Plan of Operation has been published will the foundations have been laid for the organization of the institution, or unit, which is to provide by correspondence In-Service Training for Teachers at Primary Level. The national policy and general objectives will have been defined, and the qualification to which the completion of the course will lead will have been decided. The definition of "what is to be done" must be precise and clear to shape the guide lines for "how it is to be done".

There can be no one plan for the organization of an institution giving instruction by correspondence, because the details of organization will always depend on the local conditions in which the institution must operate, and upon the local resources available to it. There are, however, three basic tasks which must be carried out by every institution teaching by correspondence:

1. The preparation of the courses of instruction
2. The distribution of the written instructions to students
3. The reading, assessment and constructive criticism of the written and practical work of the students, and its return to them.

1. The Preparation of the Courses of Instruction

The first task, therefore, of the Administrator/Director appointed to organize the establishing of In-service Teacher Training by correspondence, will be to arrange for the preparation of the courses of instruction.

It was agreed at the Hamburg Conference that this Director, appointed on the basis of professional qualifications and experience, would be, ideally, a former primary school teacher who had also had experience in teacher training in correspondence courses, and in educational administration. If no one with this combination of experience is available priority should be given to administrative experience, but an assistant with experience in teaching by correspondence should be appointed to work with the writers in the preparation of the correspondence courses to ensure the use of good teaching techniques. The writers may be experts in the knowledge of their subject matter, but they may have had no experience in teaching by correspondence. If the Director is not himself experienced in teaching by correspondence the

assistant appointed with experience in correspondence teaching must be given authority to make final decisions about the presentation of the written instructions.

There are two stages in the preparation of a course of In-service Training by correspondence for teachers at Primary Level:

(a) The determining of the contents of the course

(b) The writing of the instrucions to present the content.

a) Determination of Syllabus Content

On the question of the aims which the *content* of a course of in-service teacher training should reach there appeared at the Hamburg Conference to be three main ideas:

(1) to give the teachers the essential facts of each subject they must teach, or to consolidate their knowledge of it

(2) to give teachers the basic essentials of the principles of child psychology, sociology and education to enable them to understand the child in his environment of the family and school, and to understand the processes by which he learns

(3) to introduce teachers to new teaching techniques so that they may have a critical attitude towards their teaching.

It was agreed that in teacher training it is most important to provide for practical as well as theoretical training. It was also agreed that there is need for research into the content of in-service teacher training courses. While, however, there was agreement about the general principles upon which the content of teacher training should be structured, the Hamburg Conference felt that no suggestions could be made for the details of content, because the content of any course will be shaped by the nation's educational policy. Every nation will want to train its teachers to prepare its future citizens to contribute through their attitudes, knowledge and skills to the well-being of the nation. According to national objectives, therefore, the content of teacher training courses will vary. Whatever their objectives, however, there are two general factors, which must be determined before deciding upon the content of any teacher training course:

(a) The qualification which is to be gained by completing the course will determine the level of achievement which must be reached at the end of the course

(b) The level of previous education, or performance, at which students are to be admitted to the course will determine the standard at which it will begin.

The designing of the content of a course to close the gap between the admission and completion levels is the work for experts, and would be best handled by a committee representative of people experienced in teacher training, of school inspectors, of head teachers and of any other educational authorities whose knowledge and experience can contribute to the responsibilities of the committee. This committee should meet regularly, and at short intervals, under the chairmanship of the Director of the institution until the full curriculum of the teacher training course has been structured and the content of each subject has been outlined. Only if the curriculum structure and subject content are determined in this way by a group of people fully briefed about the objectives and standard of the course can a balanced correlation of studies be designed. Whether this work is carried out by a committee, as suggested, or by the Director of the institution and full time educational staff already appointed, it must be done before any writing of the correspondence courses begins. Writers must know precisely the complete outline of the content they are to write about before they begin to write.

This first step of determining the content of the in-service teacher training course takes time and must be given sufficient time to be completed with care, for it is basic to the value and success of the course.

b) Writing

The second step – *the writing of the correspondence courses* in each subject – can begin as soon as the content, or syllabus, has been decided and the writers appointed.

The authors of correspondence courses should be well qualified and highly experienced educationists. In securing the services of such talent the flexibility of organization, which is possible in an institution using the correspondence method of instruction, is helpful, because authors can be appointed either on a full or part time basis. If it is not possible to find suitably qualified and experienced staff for full time appointment as permanent members of the professional staff, the appointment of part time authors, who will write under contract for a fee, opens a much wider field of recruitment. Two matters of importance are the determination of the fee offered and the method of recruitment.

The fee must be an adequate reward for the work involved, so that it attracts authors of the necessary calibre. Economies can be exercised

in other sections of the organization, but not in offering inadequate fees to part time writers, for on the quality of the written instruction rests the value of the course. Moreover it must be remembered that a part time fee, although it may appear high, will make less demand on the budget than a full time salary.

In the recruitment of part time authors it is wise to seek interested people by a circular, or advertisement, which outlines the task, states the qualifications required in a writer and names the fee. People who are sufficiently interested to seek appointment by responding to an advertisement are likely to be more reliable as authors than busy people, whose assistance has been sought, and who feel they should help, but have other commitments which take priority.

Possible sources from which course authors could be recruited are:

Qualified and experienced teachers who are competent to write courses at primary level,
Lecturers of teacher training colleges,
School inspectors,
University lecturers.

All course writers, whether full time or part time, must be fully briefed about the objectives of the in-service teacher training course and the standard it is to achieve for the basis of a qualification, about the educational background of teachers admitted to the course, about the conditions in which they are teaching, and about any problems relating to particular circumstances, such as language difficulty. It would be desirable, if possible, for the appointed writers to visit schools to observe some of the teachers, who will become students, working in their classrooms. Direct observation of the people for whom they are writing and the conditions in which they are working helps the writers to be realistic and practical in their approach.

If the appointed writers have not had previous experience in teaching by correspondence they must be briefed and, if possible, trained in the special skills and techniques of writing correspondence courses. Short seminars and workshops are helpful for this purpose. In addition the institution should prepare in advance of its first briefing of authors a written guide of practical advice about teaching by correspondence. This guide should not be so prescriptive as to limit individuality of approach and produce a stereotyped format, because correspondence courses have as much to gain from the freshness of approach and the personality of the teacher (writer) as classroom teaching, and to force

every course, or unit of a course, into a stereotyped format would produce the same deadening monotony as to give every classroom lesson by exactly the same procedure.

One aspect of guidance the brochure should give is information about the facilities available for production since this information will have an influence on the way writers present their work. Many writers, for example, suffer a sense of frustration because they feel the lack of the use of class-room facilities for illustration, not being aware that illustrations can be produced as readily on the duplicated page of a correspondence lesson as on a blackboard or chart in a classroom. Once they know of the facilities to produce illustration they will write to incorporate it as part of their teaching text.

The Conference was aware that in developing countries there may be a need to seek from international sources people experienced in correspondence education to provide the briefing necessary in seminars, workshops and written guides. If an international expert is appointed, it is most important that provision should be made for his replacement, so that the post of "expert" to train the personnel of the institution should never be left vacant. There must be continuity of guidance from the institution to both full and part time authors who will be appointed as need arises. Replacement can be ensured by the early appointment of a national counterpart who will be trained by the international expert in the process of his mission and will assume full responsibility when the international expert is withdrawn.

The person who finally takes responsibility for the quality of instruction prepared by the institution is a most important member of the staff. He must be academically well qualified and must have adequate training and or experience in the techniques of teaching by correspondence. He must work with all authors in guiding them in the presentation of their subjects, so that each unit of their courses is a good teaching instrument. His duties involve briefing on method before the author begins to write, the progressive editing of the course as it is being written, constant collaboration with the writer and the final preparation of the text for production. It has been the practice in many correspondence teaching institutions to call the person carrying out these duties Editor, or Chief Editor. Participants in the Hamburg Conference were emphatic in their agreement that in their experience the title Chief Editor, or Editor, was an unfortunate title, because its association with journalism and commercial publication suggests that the writing of the author will be "corrected" or modified in some way.

Authors who are academically highly qualified are resentful of the editing of their work by someone less highly qualified, or qualified in another field. Some such title as Educational Director would avoid this problem. The work of the author and the Educational Director must be seen as collaboration between experts in which each contributes his own expertise to the production of teaching material – the author the subject content – the Educational Director the teaching techniques. If this attitude can be developed and if the collaboration is frequent and thorough when the author begins to write, both the author and Educational Director will be saved much time as the writing progresses, because there will be little need for extensive alterations.

It was suggested at the beginning of this discussion of the organization of an institution for In-Service Teacher Training by correspondence that a person experienced in the techniques of correspondence teaching should be appointed to assist the Administrator/Director. This person could be the Educational Director. He should be a full time member of the staff very carefully selected and he should participate in the committee work determining syllabuses, so he gathers as much background information as possible about the content of the course. He should prepare the written guides for authors and participate in training seminars and workshops. His cumulative knowledge and experience will provide continuity of guidance. As the work of the institution grows he will need assistants who can be called Assistants to the Educational Director, not Editors – a misleading title which does not fully cover the function of the position.

The importance of the work of Educational Director and his Assistants cannot be over emphasised, because on them will rest the quality of presentation which will provide a high standard of correspondence teaching. All authors, the Educational Director and his Assistants must see themselves as teachers.

The examination by the Conference of the techniques of writing the correspondence courses helped to reveal some basic principles. It was agreed that the presentation must be clear and concise. It must always be borne in mind that the correspondence courses for the in-service training of teachers are for officials who have to do their normal daily work. Care must be taken to avoid overburdening students with unnecessarily extensive, or repetitive, work, while at the same time ensuring that the essential core is covered adequately. The style of writing should be personal, so that the individual student feels he is being directly addressed. This personal tone establishes a rapport with

the students as a basis upon which the correctors of their written and practical assignments can later build in students a feeling that their instructors have a personal interest in their progress.

It is important in writing correspondence instruction to ensure active student participation in addition to reading. As he reads the student should have some specific task, such as listing certain facts or points of view, or the recording of a few salient pieces of information on an outline map or diagram. Any small task which will help to give a specific purpose to his reading will guide the student in his study and help him to concentrate and assimilate information. Authors who have not previously written correspondence courses tend to write lectures without incorporating any study guidance or aid. An important function of the Educational Director is to show the author early in the course how to break up his straight presentation with small interesting tasks, which will ensure that the student is participating with full concentration in the study of the topic of the lesson, or unit.

In courses which present subjects about which there are no suitable published books, or in circumstances in which it is impossible for the teachers to buy, or be issued with books, the correspondence course must contain both the subject content and guidance for studying it. Such courses are self-contained. In subjects in which suitable books are available the courses can be written as study guides, which help the students to extract information from sources of reading, assimilate it, and gain skills in using it. Such study guides will include material supplementing the book as a source of study, if it does not adequately present the whole contents of the syllabus.

Since each unit or lesson in a correspondence has a particular purpose within the framework of the whole course, it is important that it should contain an exercise for the student which will make it possible for the tutor assessing the student's written work to be able to see whether or not the student has assimilated the knowledge which the unit aimed to teach him. Based on its specific objectives, therefore, each lesson usually contains on exercise. The Hamburg Conference agreed that questions in these exercise should:

(a) not be ambiguous
(b) provoke the interest of the student
(c) promote the student's progress in small steps
(d) make it possible for the teacher to diagnose through the student's answers his current learning status, so that he can give him any necessary help.

In discussing kinds of exercises it was agreed that they could be:

(a) self-correcting, that is, the student is enable to check his own answers by being given the correct answers at the end of the lesson
(b) of the type sent to the institution for reading, correction and comment, and thereafter returned to the student
(c) of the practical type, for example, when a student by means of a kit is asked to carry out some scientific experiment
(d) in the form of a report in writing of the way a demonstration lesson, which the student had been asked to present, was received and the effect it had.

The designing of exercises in correspondence courses requires knowledge of the techniques of questioning, and when and where one type of questioning is more appropriate than another. It would be wasteful, for example, of a tutor's time for exercises to come to him for correction which require one word factual answers. If there is one possible answer only to each question, the student can self-correct these exercises from a list of correct answers. Possibly the best places for self-correcting exercises are at intervals throughout the lesson, where the student can check his own assimilation on a section of the topic before he proceeds to the next section. These self-correcting exercises, which can be of various types such as "completion" and "true – false", will provide within the presentation of the lesson material, when appropriate, some of the variety which is desirable to keep the student interested and active. It is sometimes argued that self-correcting exercises are useless because students can look at the answers and do not trouble to work the exercises. It must be remembered, however, that in an in-service course for teachers the students are highly motivated, working with incentive and anxious to gain as much as possible from the course. They will soon find for themselves the benefit of working the self-correcting exercises, then checking their answers, finding the reasons of any wrong answers and revising to ensure the errors will not recur. This use of self-correcting exercise within the presentation of the lesson should be reinforced at the end of the lesson by an exercise which requires the student to apply the knowledge he has gained to solving a problem, or discussing a theory or practice. The exercise should be so designed that his ability to work it easily and well will depend on his having conscientiously studied the lesson and worked the self-correcting exercises. It should also enable the teacher to see if the student has fully understood the lesson, or has some misconception, or difficulty, and is in need of some additional help.

The return to the institution of an exercise, which need not be a long time consuming one, at the end of each lesson will keep the student regularly in touch with his tutor and break down any feeling of isolation with the student may have begun his studies.
It was recommended by the Hamburg seminar that, where a course leads to an examination, a certain number of exercises should be devoted to preparing students for this examination.
The responsibility of ensuring that the exercises in a correspondence course are satisfactory rests upon the Educational Director who will be guiding writers in the preparation of the correspondence course. The purpose and placing of exercises of various types should be fully discussed between the Educational Director and authors before they begin to write. The Educational Director will find it helpful to include in his printed briefing statement for writers a section about the purposes of exercises and about the techniques of using different types of questions and exercises.
The Conference agreed that in general a centre being newly established to provide In-Service Teacher Training by correspondence should write its own courses. Imported courses from institutions foreign to the local environment are seldom wholly satisfactory. The adaptation of such material for local purposes and conditions is time consuming and restrictive upon the writer. There may be, however, the possibility of regional cooperation in the preparation of courses. Where different languages are spoken within a region these courses may have to be translated into more than one local language. The important position of translators must then be recognized. It may be necessary to edit the translated materials, and this work may require the recruitment of a panel of part-time translators who are well qualified in the languages and in subject matter as well.

c) Illustration

An essential member of the staff at the correspondence teaching institution is an *Illustrator*. He should be appointed and on duty by the time the writing of the courses begins. Writers who are experts in subject content cannot be expected also to draw professionally. They will want to use illustrations as part of the teaching text and should prepare for each illustration an outline sketch with directions explaining to the Illustrator how they want the sketch prepared to achieve a certain teaching function. The Illustrator will prepare all illustrations for all the lessons and should have the opportunity to discuss with the

writer at the beginning of the preparation of a course the particular use which the author intends to make of illustration. For each course there must be complete understanding between the Author, the Illustrator and the Educational Director about the use of illustration.
Illustrations should always be practical and useful. They should be kept simple, and not crowded with unnecessary detail.
The Educational Director's responsibility for writing of the correspondence courses does not end until he has edited the manuscript, come to agreement with the author about any suggested changes, agreed upon illustrations and lay-out, which the author as a teacher should have initially indicated in his manuscript. Lay-out is important in presenting the lesson as a good teaching instrument.

d) Production

The production of correspondence courses requires equipment and staff for duplicating and collating. The Administrator/Director must give early attention to arrangements for duplication of material, because the institution will immediately need to produce circulars of information and briefing material for writers.
The Hamburg Conference recommended that each centre should produce its courses through its own printing unit, but recognized that this provision may perhaps represent a substantial part of the institution's capital expenditure.
Great care must be taken to buy equipment suitable for the conditions in which it must be used. Sophisticated printing equipment should not be established in centres where the essential trained operators, maintenance mechanics and replacement parts for the machinery are not available.
Although to-day off-set printing is favoured by many correspondence teaching institutions, it involves heavy capital expenditure on equipment, which is difficult to operate and maintain in a developing country. Duplicating machines are now available which can reproduce copy-text, drawings, photographs or any combination of these.They can produce multi-colour work on paper sizes from post card to foolscap. A duplicator which has this versatility, but is simple to operate and service, is a most suitable piece of equipment for a correspondence teaching institution in a developing country.
If electricity is available an electric duplicator and an electric typewriter to produce even copy for duplication are desirable. It is wise, however, always to have in addition a manual typewriter and

duplicator for use in emergencies. No institution should ever be dependent entirely upon one person, or one piece of equipment for any process of production, because any delay in the schedule of production will delay students in their progress. More equipment, and more sophisticated equipment, can be added as the institution grows, the need arises and the experience of how to use equipment profitably develops.

The production unit must be staffed by competent typists who will produce the typed copy of the correspondence courses with speed and accuracy. Staff must be carefully trained to operate the duplicators and to collate lesson material. In many developing countries there is a shortage of employment and collating by hand can be organized at reasonable cost, but the staff must be supervised to ensure the correct collation of the various parts of the lessons, so that students are never confused and delayed by wrongly assembled lesson material.

An early estimate should be made of the amount of material to be supplied, such as paper of different qualities, printing ink, stencils and typewriter ribbons. The Director should be left free to order from the most economical supplies consistent with the quality required. A system must be established for ordering further supplies, in accordance with estimated rate of usage, so that they are delivered before the supplies in use are exhausted.

A storage area must be planned to hold both the supplies of material for the production of the correspondence courses, and the courses when produced and available for despatch to students. Supplies for production should be close to the production unit and courses for despatch close to the mailing section. Adequate and suitable shelving must be installed. Precaution should be taken to ensure protection against fire, insect, and climatic damage.

2. The Distribution of Written Instructions to Students

The Director will need to study local conditions to decide upon the most suitable method of distribution of the written instruction to students. This decision must be made early as it will affect the format of the courses since it will be necessary to send students units of work large enough to ensure that they can continue to make progress while awaiting return of earlier units sent for correction.

Where an adequate postal service operates it is usual to use it. Sometimes, as in Uganda and Algeria, the correspondence lesson material is published in newspapers which have wide circulation. Sometimes in

rural areas distribution is arranged along established lines of transport to points from which the material is collected by a village authority from whom students can collect their own work.

The UNRWA Unesco Institute of Education in Beirut has full time educational staff called Field Representatives located throughout the area of its operation. The Field Representatives' main duties are those of teacher trainers in the field. They hold weekly seminars and visit teachers in their schools. The correspondence lessons for the teachers in a particular district are sent by aeroplane, or truck, to the Field Representative, who distributes them to the teachers at the weekly meetings he holds with them.

The Hamburg Conference agreed that whatever the method of distribution used, the essential element is to ensure regularity and promptness, so that students are not discouraged. It was also agreed that whenever possible district distribution offices should always keep adequate numbers of extra copies of each lesson for consultation by the student who might have lost, or not received, his lesson.

For the collection of worked assignments from students similar arrangements must be made. The Hamburg Conference recommended that to avoid confusion in the minds of the students all worked assignments should be sent by the student to the institution before going to tutors.

3. The Reading, Assessment and Constructive Criticism of the Written and Practical Work of the Students and its Return to Them

Correspondence students are in fact taught by three people — the Author of the Course and the Educational Director, who together prepare the written instruction, and the Tutor who corrects the students' assignments of written or practical work and comments constructively on them, so that the student receives any further tuition he needs. To call these Tutors "correctors" gives rather too narrow a concept of their function and leads to the misconception that marking correspondence papers is like marking examination papers. Far more than mere assessment is needed. The Tutors' comments are an essential and important part of the process of teaching by correspondence. Each Tutor should have his own group of students whose work goes always to him, so he can come to know them personally and follow their individual progress. He will carry on that rapport established by the Author through the personal tone of his writing, which makes the student feel he is being spoken to as an individual.

The Conference agreed that it is desirable to have an Author become the Tutor of some of the students working the course he has written so that he may see how it has been received by the students. This knowledge is useful when it comes to the revision or re-writing of the course. It is, however, unlikely that any Author can be the Tutor for all the students studying the course he has written and, indeed, it is unwise that he should be in case a sudden accident or an illness makes it impossible for him to continue tutoring when uncorrected assignments would immediately begin to accumulate. For tutoring students in each subject a team of Tutors will be necessary. It is desirable to have as full time members of the staff, senior and experienced Tutors who, as well as handling some students, can supervise the work of part time Tutors. Part time Tutors paid a fee per paper marked will spread the work and so prevent delay in correcting and returning to students their worked assignments. It is desirable that the closest possible coordination and cooperation between Authors and Tutors, and between full and part time workers, should be maintained, either directly, or through the office of the Director of the Institution

The Hamburg Conference recommended that Tutors be drawn from the same sources as Authors although they may have slightly lower qualifications. Use should also be made of the intellectual potential of people who, for medical or personal reasons, cannot continue teaching in a classroom.

The remuneration paid to part time Tutors should be within rates established in agreement with the authority carrying over-all responsibility for the Institution, probably a Ministry.

All newly appointed Tutors, both full time or part time, will need briefing on the scope of their duties and the importance of the teaching value of their comments on student assignments. The Educational Director responsible for guiding the preparation of the courses and, therefore, knowing their purpose and being familiar with their content, is the person in the strongest position to brief the Tutors. He should prepare initially a written statement of the duties of Tutors with guidance about the techniques of teaching by correspondence. This statement should be given to every newly appointed tutor to read as the first step in his briefing.

The Educational Director or his Assistants should work with each newly appointed Tutor in correcting and commenting on some typical worked assignments until he is fully briefed about the techniques of correcting and commenting on the work and answering the questions

the students should be encouraged to ask. The first sampling of papers corrected alone by the Tutor should be re-read by the person carrying out the briefing, and both satisfactory and unsatisfactory aspects discussed. Thereafter each Tutor's work should be spot checked at regular intervals. They should be encouraged to refer to the Educational Director any matters about which they feel they need guidance. The correspondence Tutor, no less than the class teacher, should feel that supervision is not aimed at fault-finding but at giving help and at ensuring that the purposes of the institution are being fulfilled, and a high standard of teaching maintained.

4. Evaluation

The overall planning body will have established procedures for the external evaluation of the work of the institution. For the institution to carry out the continuous internal evaluation essential for supplying information to guide its development, there must be systematic planning before students begin to work. Some methods suggested at the Hamburg Conference to provide information for internal evaluation were:

(a) A decision about the type of statistics to be established to gather information such as
   1. The number of students enrolling who complete the course to gain the qualification to which it leads
   2. The total number of students who drop out
   3. The number of students who drop out at particular points
   4. If the course is free-paced, or free-paced within certain limits, the time taken by each student who completes the course.

   The statistics to be kept will be determined by their usefulness. Time should not be wasted on keeping statistics unless they are used. The Director will need to define his objectives in evaluation and decide what statistics must be kept to achieve these objectives. If statistics are simple, maintained regularly, and provide cumulative information, the keeping of them is not burdensome, but, if the work of the institution begins without planning and establishing a system of recording statistical information, it will be a great burden and perhaps impossible to gain this information retrospectively.

(b) Questionnaires to be completed by Tutors as they mark assignments to accumulate evidence of any matter in the courses which

students regularly find ambiguous or particularly difficult. Such questionnaires accumulate valuable information to be used when courses are revised.

(c) Provision for the revision of courses at regular intervals to ensure that the information in them is up-to-date and to make desirable modifications in accordance with information collected from the Tutors' completed questionnaires.

(d) Provision for completely re-writing courses when necessary.

(e) Regular evaluation of the work of Tutors as suggested above.

(f) Reports sought by the institution from Head Teachers and School Inspectors on the practical effects of the course which they have observed in the attitudes and work of the teachers in the schools.

(g) Questionnaires sent to students completing the course with their last unit of work. Such questionnaires must be carefully designed and not too long, or the response in numbers returned will be poor.

The Director will be required to furnish reports on the work of the institution to the authority to which he is responsible, and these reports can be convincing only if soundly based on well planned regular evaluation within the institution. These reports by the Director are extremely important because from them in conjunction with external evaluation it will be seen whether the institution is achieving the objectives for which it was planned and established and, therefore, justifying the investment of capital in it.

5. Enrolment Procedures

The overall Planning Committee will have determined the conditions of admission to the In-Service Teacher Training Course. Before any students are admitted the Director must plan the procedure by which these entrance qualifications will be checked and teachers admitted to the course. Because of demand it may be necessary to apply some method of selection and established priorities.

Enrolment procedure will require the establishing of student records and, if student fees are involved, fee collection and the accounting for fees.

6. Postal Section

The postal section must be equipped with facilities for sorting, weighing and franking or stamping mail. Procedures must be organized for the receipt, distribution within the institution and despatch of mail.

7. Despatch Section.

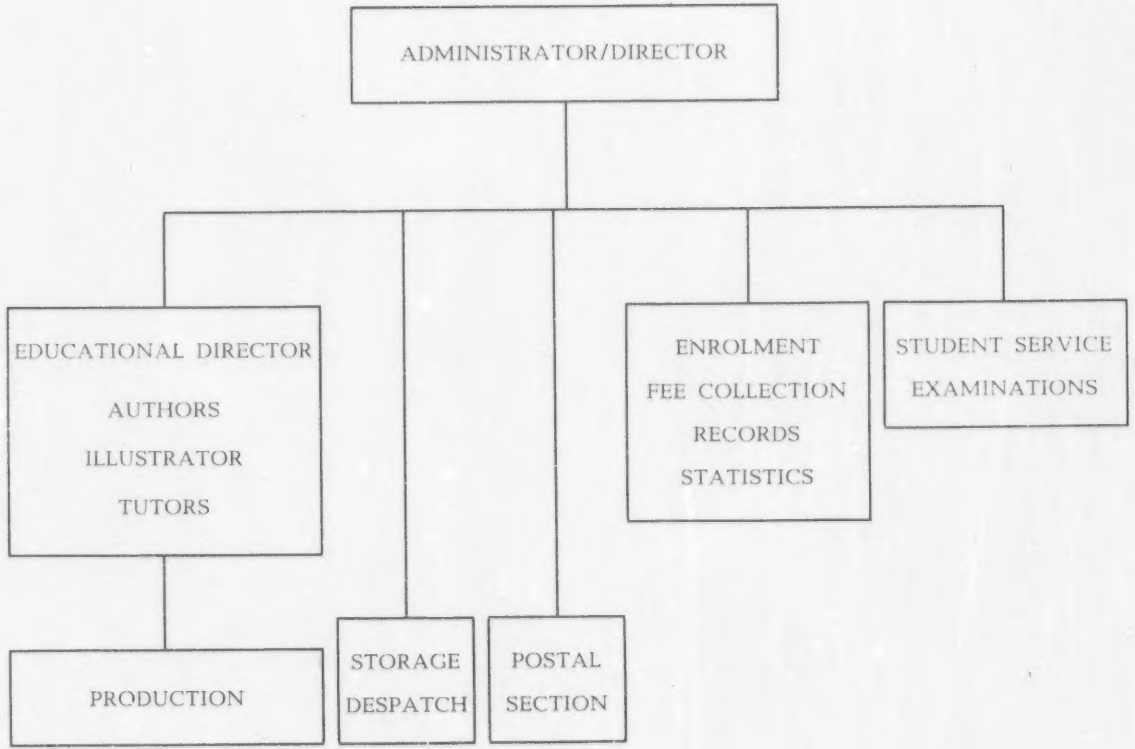
Material must be ordered for the packaging of written instruction so that it reaches students without suffering damage in transit. Staff must be trained in procedures of packaging and despatch. The Despatch Section will work closely with the Storage and Postal Sections.

8. Student Service

When students are enrolled they should be given a brochure which explains to them clearly and simply the procedure of working the assignments in their correspondence lessons and returning them to the institution for correction by their tutors. Nevertheless, no matter how carefully procedures are planned, explained and implemented there will always be queries which must be answered and matters which must be handled individually for particular circumstances. Students will write to the institution, and provision must be made for answering their letters. The section handling student service must be under the leadership of a person who understands the procedures of the whole institution, can answer queries, investigate complaints, reply to the students' letters and write to students who need some particular information or advice. The Student Service section must have appointed to it stenographers to whom letters to students can be dictated for recording in shorthand and typing. The volume of correspondence in the student service section soon becomes so great that it cannot be handled without the help of stenographers. It is most important that students' letters are answered fully, accurately and promptly. Any failure to do so will quickly lead to dissatisfaction, discouragement and probably drop out. The importance of prompt and efficient student service cannot be overemphasised. It is the communication cord between the individual students and the institution. If it does not function the students will be lost. A good educational programme can be destroyed by poor student service.
The Student Service section will handle also the organization of any examinations the course may require the students to take unless the volume of this work is so great that a separate Examinations Section is required to handle it.

9. Sections within the Institution

The diagram on page 47 shows the main sections within an institution providing In-Service Teacher Training by correspondence. The


ADMINISTRATOR/DIRECTOR
EDUCATIONAL DIRECTOR
AUTHORS
ILLUSTRATOR
TUTORS
PRODUCTION
STORAGE
DESPATCH
POSTAL
SECTION
ENROLMENT
FEE COLLECTION
RECORDS
STATISTICS
STUDENT SERVICE
EXAMINATIONS

Administrator. Director carries final responsibility for each section and his task in establishing the institution will require planning the procedures for each section, and bringing it into operation the various Sections of the Institution must come into operation.

In a small institution with few courses and few students the work of two or more sections can be combined under one supervisory leader, but as the institution grows and staff is correspondingly increased in all sections, separation under separate leaders will become necessary.

10 Media of Instruction

The Hamburg Conference considered a variety of media effective in giving support to In-Service Teacher Training by correspondence. Recommendations included:

(a) Short and regular periods of strong residential and group work

(b) Visits to teachers in classrooms by supervisors/teacher trainers to give guidance and advice on the implementation of teaching methods discussed in the correspondence lessons

(c) Radio and TV broadcasts integrated into the correspondence instruction and concentrating on things that the correspondence lessons cannot do, for example, on Radio and TV oral language work, and on TV demonstration lessons.

The media which can be used to support the training given by correspondence courses will depend upon local conditions, and it must always be remembered that it is unlikely that all students will have facilities to listen to Radio, or view Television. It was agreed, however, that where facilities are good it is important to ensure that full use is made in education of all the means available.

The Conference considered also the possibility of programmed instruction, but came to the conclusion that it is not to be recommended at the moment. Highly qualified specialized staff is necessary. It is also expensive and, therefore, not suitable for countries with limited resources.

With the use of additional media to support the training given in the correspondence courses, the organization of the institution will become more complex. The staff must be increased with additional specialists, for example, if Radio is to be used there must be a Radio Tutor, who will work closely with the Educational Director and course authors so the supporting Radio broadcasts are integrated into the planning and writing of the courses. The Radio Tutor must have experience in

teaching and broadcasting so that he can select material suitable for broadcasts, can prepare scripts and liaise with some technical understanding with the Radio station, probably the National Radio station, which is giving broadcasting time to the work of the Institution.

Correspondence teaching institutions usually have accommodation for offices and stores, but not accommodation for face-to-face teaching. If short residential courses are to be part of the training programme, accommodation will have to be provided and lecturing staff appointed. Arrangements will have to be made for the supervision of dormitory accommodation and for catering. It is in some circumstances possible to programme residential sessions to use the accommodation of other suitable institutions, such as residential Teachers Colleges or Secondary Schools when they are unoccupied during vacation periods. Many fine buildings stand unused for weeks and greater use could be made of the capital invested in them if, when their residential students went home for vacations, the correspondence students came into residence for short periods of face-to-face instruction.

Whatever additional media are involved, and whatever additional sections have, therefore, to be added to the basic organization of the institution, the same principles must be applied in establishing them. Staff must be selected on the basis of qualifications and experience which will ensure an adequate background for the responsibilities which they must carry. The time allowed for preparatory work must be realistic in relation to the volume of work to be done. Target dates must not be determined by planners who are not in a position to know if the volume and complexity of work will allow them to be met. Equipment and supplies must be available as soon as they are needed. Adequate accommodation must be provided for all aspects of the work of the institution to be carried out efficiently and without loss of time caused by overcrowding and interruption. The Institution must not enrol students until the essential preparatory work is complete and students can progress without interruption.

The success of establishing an Institution for the In-Service Training of Teachers at Primary Level depends upon firm and realistic decisions by the overall planning authority and a most detailed plan of operation providing for all stages in the organization and setting-up of the Institution. These statements appear obvious and trite, but that their importance has not always been realized in the past has been seen in the difficulties experienced by some pilot projects for which there has been inadequate planning. From these difficulties much has been learned.

The Hamburg Conference brought together a number of participants with considerable practical experience and it is hoped that this publication of their deliberations will be of use as a practical guide in the In-Service Training of Teachers at Primary Level in Developing Countries.

BIBLIOGRAPHY

SELECTED BIBLIOGRAPHY ON TEACHER TRAINING AND CORRESPONDENCE EDUCATION

1. BEREDAY, George Z. F.; Joseph A. Lauwerys (eds): The education and training of teachers. London: Evans 1963. XIV, 578 pp. (The year book of education. 1963.)
2. THE BRANDENBURG MEMORIAL ESSAYS on correspondence instruction. 1. Madison: University of Wisconsin 1965.
3. THE BRANDENBURG MEMORIAL ESSAYS on correspondence instruction. 2. Madison: University of Wisconsin 1966.
4. BROCHURE on education for teaching in Barbados, Canada (Ontario), Denmark, England, Finland, Western Germany, Ghana, Greece, Holland, Hong-Kong, Ireland, Italy, Northern Ireland, Norway, Philippines, Scotland, Sweden, Switzerland, Turkey. London: International Council on Education for Teaching 1959. 63 pp.
5. COMITE d'experts sur la formation des enseignants (premier degré et enseignement secondaire général). Paris, 4–15 décembre 1967. Rapport final. Paris: Unesco 1968. 26 pp.
6. CORRESPONDENCE EDUCATION. Paris: Unesco 1961. 35 pp. (Education abstracts. Vol. 13,2.)
7. EDSTROM, L.-O.: Correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia and Uganda. Experiences, needs and interests. Uppsala: Dag Hammarskjöld Foundation 1966.
8. EDSTROM, Lars-Olof; Renée Erdos; Roy Prosser (ed.): Mass education: Studies in adult education and teaching by correspondence in some developing countries. Stockholm: Amquist & Wiksell 1969
9. ERDOS, Renée F.: Teaching by correspondence. London: Longmans; Paris: Unesco 1967. 218 pp. (Unesco source book.)
10. EWING, J. L.: Commonwealth Education Liaison Committee. Correspondence courses in the training of teachers. A survey of current practices in the Commonwealth. London: Her Majesty's Stationery Office 1966. 25 pp.
11. EXPERT COMMITTEES on teacher education (for primary and general secondary schools). Paris, 4–15 December 1967. Final report. Paris: Unesco 1968. 25 pp.
12. La FORMATION professionnelle du personnel enseignant primaire. D'après les données fournies par les ministères de l'instruction publique. Paris: Unesco; Genève: Bureau international d'éducation 1950. 275 pp. (Publication No. 116.)

13. La FORMATION professionnelle du personnel enseignant primaire. 2ème partie. D'après les données fournies par les ministères de l'instruction publique. Paris: Unesco; Genève: Bureau international d'éducation 1953. 74 pp. (16ème conférence internationale de l'instruction publique convoquée par l'Unesco et le B.I.E.) (Publication No. 148.)

14. FORMATION, recrutement et utilisation des enseignants. Enseignements primaire et secondaire. Training, recruitment and utilisation of teachers. Primary and secondary education. Monographies nationales. Country case-studies. Paris: Organisation for Economic Cooperation and Development, Directorate for Scientific Affairs 1968 – (Etude sur les enseignants. Study on teachers.)

15. FRAGEN der Volksschullehrerbildung. Internationale Konferenz im Unesco-Institut für Pädagogik in Hamburg vom 4.–9. Januar 1964. Hamburg: Unesco-Institut 1954. 79 pp.

16. Practical GUIDE to in-service teacher training in Africa. Establishment, execution and control of training programmes. Paris: Unesco 1970, 81 pp.

17. GUIDE pratique pour la formation des maitres en cours d'emploi en Afrique. Elaboration, exécution et contrôle des programmes de formation. Paris: Unesco 1970. 87 pp.

18. HOLMBERG, Börge: Correspondence education. A survey of applications, methods and problems. Malmö: Hermods-NKI 1967. 77 pp.

19. HOLMBERG, Börge (ed): Studies in education by correspondence. A bibliography. Published on behalf of the Educational Committee of the European Council for Education by Correspondence. Malmö: Hermods 1968. 72 pp.

20. IN-SERVICE TRAINING for primary teachers. Research in comparative education. Geneva: International Bureau of Education; Paris: Unesco 1962. XLVII, 173 pp. (25th International Conference on Public Education.) (Publication No. 240.)

21. LARGE SCALE TEACHERS' TRAINING in Indonesia. Bandung, Indonesia (about 1954). 46 pp.

22. Le PERFECTIONNEMENT des maitres primaires. Recherche d'éducation comparée. Genève: Bureau international d'éducation; Paris: Unesco 1962. XLVII, 186 pp. (25ème conférence internationale de l'instruction publique.) (Publication No. 239.)

23. New educational MEDIA in action – case studies for planners. 1–3. Paris: Unesco; International Institute for Educational Planning 1967. 203, 226, 198 pp.

24. PETERS, Otto: Das Hochschulfernstudium. Materialien zur Diskussion einer neuen Studienform. Weinheim: Beltz 1968. 620 pp. (Pädagogisches Zentrum. Veröffentlichungen. Reihe C: Berichte. Bd. 5.)

25. PIRES, Edward A.: Asian Institute for Teacher Educators. Student teaching practices in primary teacher training institution in Asia. Bangkok: Unesco Regional Office for Education in Asia 1967. 148 pp.

26. PIRES, Edward A.: Asian Institute for the Training of Teacher Educators. University of the Philippines. A study of the in-service training of primary school teachers in Asia. Bangkok: Unesco Regional Office for Education in Asia about 1966. 97 pp.

27. PRIMARY TEACHER TRAINING. From information supplied by the ministries of education. Paris: Unesco; Geneva: International Bureau of Education 1950. 253 pp. (Publication No. 117.)

28. PRIMARY TEACHER TRAINING. 2nd part. From information supplied by the ministries of education. Paris: Unesco; Geneva: International Bureau of Education 1953. 68 pp. (16th International conference on public education convened by Unesco and the I.B.E.) (Publication No. 149.)

29. PROCEEDINGS. Seventh international conference of The International Council on Correspondence Education. Grand Hotel Saltsjöbaden, Stockholm, June 13–17, 1965. n. p.: International Council on Correspondence Education 1966. XXX, 138 pp.

30. RECOMMENDATION on the Status of Teachers by the Special Intergovernment Conference. Paris: 1966. Unesco/ILO.

31. REPORT of Conference on Education and Scientific and Technical Training in Relation to Development in Africa. Unesco-OAU, November 1968.

32. REPORT of Third Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning in the Arab States. Unesco, April, 1970.

33. REPORT of the Joint ILO/Unesco Committee of Experts on the Application of the Recommendation concerning the Status of Teachers. Unesco-ILO, June 1970.

34. REPORT of the Regional Workshop on In-Service Teacher Training Programmes in Africa. Unesco, 1968.

35. REPORT of the Regional Workshop on Pre-Service and In-Service Primary Teacher Training in the Arabic speaking Member States of Unesco. Unesco, 1969.

36. UNESCO/IBE International Conference on Education (32nd Session). Report of Conference and Working Paper on the Reduction of Educational Wastage. Unesco, 1970.

37. SCHRAMM, Wilbur; Philip H. Coombs; Friedrich Kahnert; Jack Lyle: The new media: memo to educational planners. Paris: Unesco; International Institute for Educational Planning 1967. 175 pp.

38. STUDIES in education by correspondence. A dictionary of terms. n. p.: European Council for Education by Correspondence 1969. 11 pp.

39. STUDIES in adult education in Africa. A selection of the papers presented to the Dag Hammarskjöld seminars in 1967 and 1968 on "The use of correspondence instruction in adult education: means, methods and possibilities". Uppsala: The Dag Hammarskjöld Foundation 1969. 186 pp.

40. Regional SYMPOSIUM on the in-service training of primary school teachers in Asia. Organized by the Asian Institute for Teacher Education with the co-operation of Unesco, Quezon City, 5–19 July 1967. Final report. Bangkok: Unesco Regional Office for Education in Asia 1967. 98 pp.

41. THOMAS, Jean: Des maîtres pour l'école de demain. Paris: Unesco 1968. 89 pp.

42. THOMAS, Jean: Teachers for the schools of tomorrow. Paris: Unesco 1968. 84 pp. (Unesco and its programme.)

INTERNATIONAL STUDIES IN EDUCATION

1. Methoden mitbürgerlicher Erziehung. 1951
2. Processus du perfectionnement des connaissances et de la formation personnelle chez l'adulte
   by Jean Ader. 1961 (out of print)
3. Die Entwicklungsländer im Schulunterricht
   by Wolfgang Hug. 1962
4. Educational Achievements of Thirteen-Year-Olds in Twelve Countries
   by Arthur W. Foshay et al. 1962
   French translation: Performances intellectuelles des écoliers de treize ans dans douze pays. 1964
5. L'enseignement des sciences sociales au niveau pré-universitaire. 1962
6. Failure in School
   by W. D. Wall et al. 1962
   Spanish translation: El Fracaso Escolar. 1970
7. Relevant Data in Comparative Education
   by B. Holmes and S. B. Robinsohn. 1963
8. Foreign Languages in Primary Education
   by H. H. Stern. 1963
   French translation: Les langues étrangères dans l'enseignement primaire. 1965
9. Das erste Studienjahr an der Universität
   by Hartmut von Hentig. 1963
10. Les écoles communautaires
    by Jean O. J. Vanden Bossche. 1964
    Spanish translation: Las Escuelas Comunitarias. 1969
11. Moderne Formen der Lehrerweiterbildung
    by Peter Seidmann. 1965
12. Health Education, Sex Education and Education for Home and Family Life. 1965
13. Educational Techniques for Combating Prejudice and Discrimination at School
    by Myer Domnitz. 1965
14. Mathematics in Primary Education
    by Zoltan P. Dienes. 1966
15. Mathematics Reform in the Primary School
    by J. D. Williams. 1967 (out of print)

16. Die Darstellung Osteuropas im deutschen Bildungswesen
by Eugen Lemberg. 1968
17. Das Erziehungswesen in Skandinavien und seine Reformen
by Gustaf Ogren and Kurt Opitz. 1968
18. Education for International Understanding
by Terence Lawson. 1969
19. Zur Bildungsreform in der Bundesrepublik Deutschland
by Christoph Führ. 1969
English translation: Educational Reform in the Federal Republic of Germany. 1970
20. The Role of Research in Educational Change
by Alfred Yates. 1971
21. Deprivation and Disadvantage: Nature and Manifestations
by A. Harry Passow. 1970
22. The Further Training of Mathematics Teachers at Secondary Level
by I. R. Vesselo. 1969
French version: Formation continue des enseignants de la mathématique au niveau secondaire
by Maurice Glaymann. 1969
23. Community Schools in Developing Countries
by Harold Houghton and Peter Tregear. 1969
24. Faktoren und Zielvorstellung der Hochschulreform in der Bundesrepublik Deutschland
by Ulrich Teichler. 1970
25. L'emploi de la radio et de la télévision dans la formation des maîtres
by J. Mertens. 1970
26. Current Problems of Teacher Education
by Alfred Yates. 1970
27. L'enseignement des langues et l'écolier
French translation of
Languages and the Young School Child. H. H. Stern. 1969
by William F. Mackey. 1971
28. Correspondence Courses for In-Service Teacher Training at Secondary Level in Developing Countries
by Renée Erdos and John H. Clark. 1971